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Work Attitude, Organizational Commitment and Emotional Intelligence of Malaysian Vocational College Teachers

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Abstract: Emotional intelligence plays an important role in motivating a person to commit to a job. A person's attitude while carrying out work makes emotional intelligence directed towards good productivity in the organization. This situation is also a major issue among vocational college teachers in Malaysia. There are issues where these teachers are unable to give a firm commitment to their organization due to their work attitude and emotional intelligence. This quantitative study was conducted to explore the relationship between work attitudes, organizational commitment and emotional intelligence among vocational college teachers in Malaysia. This study involved 263 respondents consisting of vocational college teachers throughout Malaysia. Analysis with Structural Equation Modelling (SEM) approach using Analysis of Moment Structures (AMOS) software was conducted. The results of the analysis show that, there is a significant positive relationship between work attitudes, organizational commitment and emotional intelligence. Therefore, this study can be used as a guide to stakeholders in managing vocational colleges, teachers and organizations properly.

Keywords: Work attitude, organizational commitment, emotional intelligence, structural equation modelling

1. Introduction

The Vocational Education Transformation Plan is an effort to reengineering the existing vocational education system until there is a vocational education system that is in line with the transformation agenda of Malaysia as a developed and high-income country (BPTV, 2012). In realizing this effort, teachers must be the mainstay of change. Teachers' commitment to the school is a major factor in realizing educational aspirations because committed teachers are considered as human capital which is a pillar to the development of education in a country and have faith in school leadership and teachers with high commitment will always have a positive outlook (Fiftyana, 2018). While Lokman et al., (2012) stated that teachers who have high commitment in the school will also feel that they have a high status in it and are willing to contribute beyond what is expected of them. Teacher commitment is defined as teacher commitment which is a determining factor influencing the teaching and learning process of students (Nurulaim and Suhaida, 2013). This shows that, teachers who have a high commitment to the organization can determine work attitudes and emotional intelligence.

As mentioned earlier, teachers need to be more competent and equip themselves with certain skills to make it easier for them to face the challenge. In addition, teachers will face emotional instability and emotional stress caused by possible problems and challenges that they will experience (Noriah et al., 2010). Teachers who have high emotional intelligence will show positive emotions and be calm when facing problems rather than showing negative emotions such as being angry (Fiftyana, 2018).

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1.1 Background Research

Malaysia is currently in the middle stage and is entering its second phase of 15 years towards achieving Vision 2020. During the first 15 years, much progress has been made in various fields. However, the changing world today requires Malaysia to change immediately in order to be able to leap to the advanced level (Zaid et al., 2020). Next, the phase has also highlighted the field of education that still needs improvement and special attention in order to make the final leap to achieve the aspired developed country status. The field of education that needs to be highlighted is Technical and Vocational Education (TVE). Although there are many studies related to the commitment of teachers in giving commitment to organizations abroad, but related studies are still lacking in Malaysia. Therefore, this study was conducted to identify the relationship between work attitudes, organizational commitment and emotional intelligence among Malaysian vocational college teachers. Based on that need, this study was conducted to answer the following research questions, namely is there a positive and significant relationship between work attitudes, organizational commitment and emotional intelligence?

2. Literature Review

The TVE system in the country has undergone various reforms in determining the development of the potential of individual students in line with the National Education Philosophy which since independence 60 years ago. Changes in the education system in Malaysia as well as the field of TVE which does not lag behind the changes in the education system (Norliza et al., 2017). The development of a country through TVE courses is important if you want to become an industrial country. This is no exception to this country which is striving to become a developed country by 2020. Changes in curriculum structure, co-curriculum caused by the implementation of transformation in education where the role and responsibilities of teachers are greater, challenging and complex and added to society's expectations of teachers too high, therefore teachers need to give a high commitment so that every proposed transformation will be successful (Robbins & Judge, 2011).

To succeed in the process of transformation of vocational education in this College Vocational (CV). According to Gomendio (2017), excellent work quality is the result of commitment among teachers is fully needed because commitment is a serious concentration that needs to be given by the teacher. High commitment as a result of the positive views and calls received by teachers on the proposed transformation (Lokman et al., 2012). According to Gomendio (2017), teachers who have values such as successful transformation, responsibility, more caring, dedication, and level of seriousness are high values for a teacher who is committed to his career. Previous studies have shown that if the high commitment to the organization then the emotional intelligence of a person is also high (Yusuf, 2011). A person's success in life depends on how and one's ability to control and control emotions as well as be able to handle relevant information appropriately (Chai et al., 2017). According to Ali (2020), if a person can handle emotions well then it can form trust, loyalty, commitment, productivity and innovation among individuals, groups and organizations.

Yusuf (2011), states that attitude is a reflection of the extent to which a person likes or dislikes something. Attitude describes a willingness to do something. Attitude also reflects a person's belief in something. According to Gomendio (2017), attitude is the tendency to act positively or negatively on a particular object, situation, institution, concept or person. According to Ali (2020), attitudes have a specific impact on behavior, effort, interest and awareness. While Chai et al., (2017) define emotional intelligence as intelligence about self-awareness and managing feelings and emotions, sensitive and influencing others, motivating and balancing motivation and self-monitoring to achieve intuition, conscientiousness and ethical behavior. According to Yusuf (2011), emotional intelligence defines as the ability to control the emotions of oneself and others, to distinguish between those emotions and to use that understanding to monitor one's thoughts and actions.

According to Robbins and Judge (2011) organizational commitment is "the degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization", according to the definition above organizational commitment can be described as a situation where an employee is willing to perform organizational duties and want to maintain its position within the organization. According to Chai et al., (2017), someone who cannot control emotions there is someone who cannot solve the problem. For someone who has a hard time solving a problem, eating that individual is someone who is hard to succeed. A successful leader is a leader who has both emotional intelligence in IQ and EQ (Lokman et al., 2012). It is clear that the role of emotional intelligence, work attitude and organizational commitment are important in determining one's abilities for the present generation.

3. Methodology

This study uses the full quantitative method in data collection. Researchers distributed randomized 300 sets of questionnaires to vocational college teachers using Google form. There were 84 items submitted in the questionnaire. They are classified into 3 constructs, organizational commitment (24 items), emotional intelligence (40 items) and work attitude (20 items). Organizational commitment is divided into 3 sub-constructs of normative commitment (8 items), affective commitment (8 items) and continuous commitment (8 items). Emotional intelligence is divided into 4 sub-

constructs of self-awareness (9 items), self-management (10 items), social awareness (10 items) and communication management (10 items). And the last is the attitude of work is divided into 3 sub-constructs of cognitive (6 items), affective (8 items) and attitude (6 items). A total of 263 respondents answered the questionnaire as complete and suitable for analysis. The data were then analysed by Confirmatory Factor Analysis (CFA) method using Analysis of Moment Structures (AMOS) 21. The test is performed by combining all three constructs in one measurement model. Through these measurement models, the relationships between constructs can be identified. The main criterion for determining this compatibility is to look at the positive factor loading value that should be ≥ 0.50 (Hair et al., 2010). For fitness index, the RMSEA value should be ≤ 0.08 (Byrne, 2001), while the GFI, CFI and TLI values (one of them) should be ≥ 0.90 (Bentler, 1990; Hatcher, 1994). Relative / Normed Chi-Square values must be approximately ≤ 5.0 (Bentler, 1990). In order to verify the relationship between constructs, discriminant validity must be taken into account. Acceptable discriminant validity values are <0.90 (Fornell & Larcker, 1981; Hair et al., 2010). In addition, significant values must be <0.05 to indicate acceptable values (Creswell, 2012).

4. Findings

CFA analysis was performed for a combination of the three constructs namely organizational commitment, emotional intelligence and work attitude to validate the instruments involved in all constructs and dimensions. This analysis aims to assess the compatibility of the measurement model constructed for the three constructs. In the analysis for this model, a total of 78 items were involved in total comprising three constructs from 84 items. However, analysis shows that this model successfully meets the matching criteria.

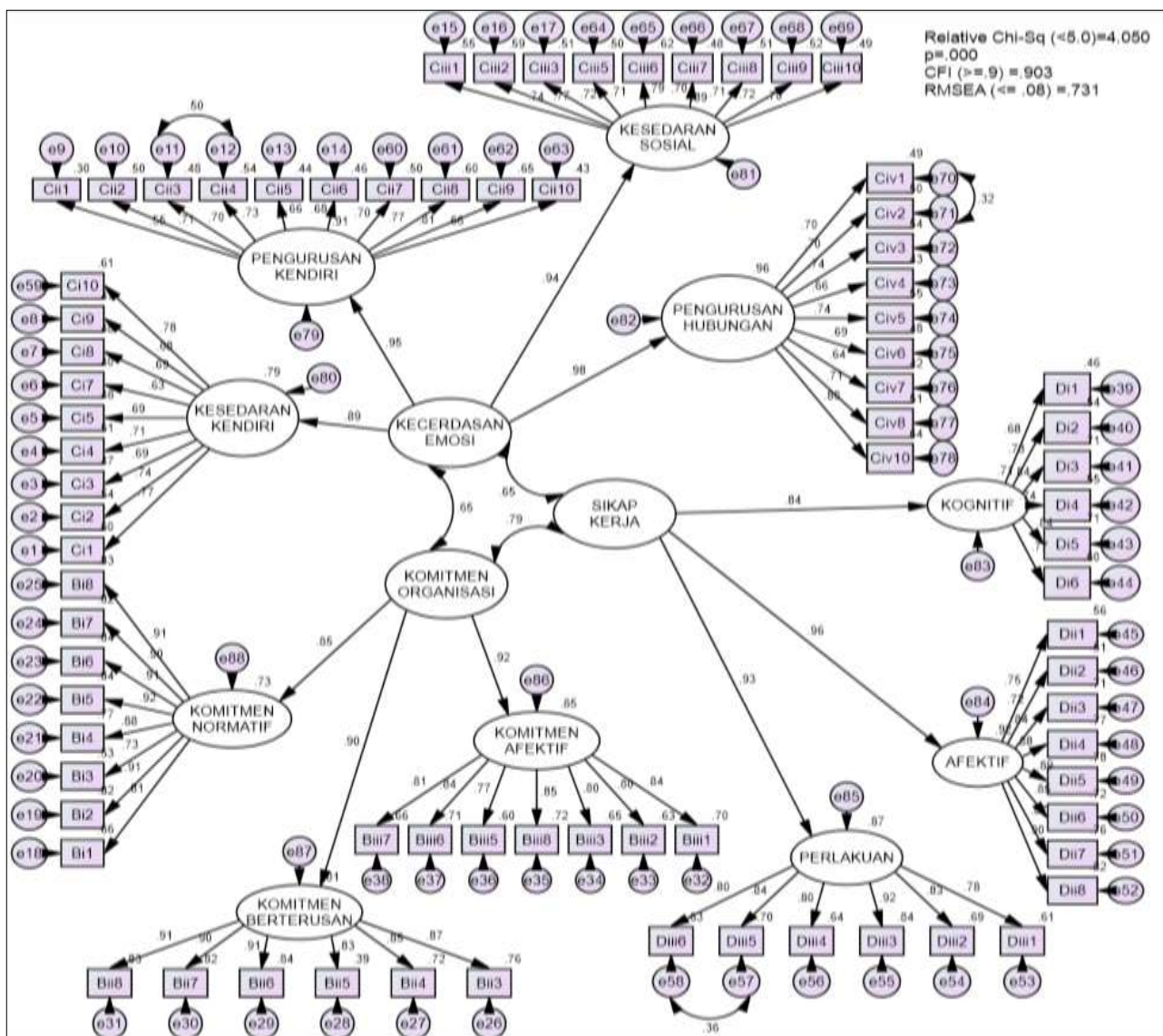


Fig. 1 - Confirmatory Factor Analysis (CFA) Model

4.1 Unidimensionality

The results of the analysis for the analysis that has been made, this model successfully meets the matching criteria set with Relative value Chi-Square = 4.050, RMSEA = 0.731 and CFI = 0.903 as shown in Figure 1. This indicates that all items complement all the dimensions present in each variable.

4.2 Validity

To ensure that the measurement model achieves validity, convergent validity analysis is performed. The analysis shows that this model meets the criteria with AVE notes for organizational commitment = 0.808, emotional intelligence construct = 0.885 and work attitude construct = 0.831. The AVE value recorded for the three constructs is ≥ 0.5 which exceeds the minimum value required to determine the validity of a measurement model as in Table 1.

Table 1 - AVE Value and CR

Construct	Dimension	Factor Loading	AVE	CR
Organization Commitment	Normative	0.84	0.808	0.926
	Affective	0.87		
	Continuous	0.98		
Emotional Intelligent	Self-Awareness	0.89	0.885	0.968
	Self-Management	0.95		
	Social Awareness	0.94		
	Communication	0.98		
	Management			
Work Attitude	Cognitive	0.84	0.831	0.936
	Affective	0.96		
	Attitude	0.93		

4.3 Reliability

The value of Composite Reliability (CR) is taken into account in determining the extent to which it can measure the latent construct and to achieve reliability for the construction of this combined model. The CR values shown can prove the reliability of the item and assess the internal consistency. All constructs involved recorded CR values that met the minimum requirements of $CR \geq 0.6$. The organizational commitment construct recorded 0.926, the emotional intelligence construct = 0.968 and the work attitude construct = 0.936 as summarized in Table 1. These findings prove that, the items used in this study have a high reliability value.

4.4 Discriminant Validity

To ensure that this combined model achieves the corresponding level of discriminant validity, research on correlation coefficient (r) between the two constructs can be done (Bahaman, 2016). A value of $r \leq 0.90$ is sufficient to achieve a corresponding level of discriminant validity (Fornell & Larcker, 1981; Hair et al., 2010). The results show that each construct shows validity for discriminant validity which is 0.65 for the match of organizational commitment construct with emotional intelligence and emotional intelligence construct with work attitude. While the match of organizational commitment construct with work attitude construct recorded a value of 0.79. This value can be referenced in Figure 1. Therefore, it can be stated that the measurement model shown meets the set matching characteristics.

4.5 Hypothesis Testing

To determine whether the relationship between constructs occurred significantly, further hypothesis testing was conducted. Based on the three hypotheses set, tests are conducted to determine whether the hypothesis can be accepted or rejected. Summary of test analysis is as in Table 2.

Table 2 - Hypothesis testing

Hypothesis	Relationship of Constructs	(β)	S.E.	C.R	P	Note
H ₁	Organization Commitment <--> Emotional Intelligent	0.892	0.207	10.440	0.000	Significant

Table 2 - Continue

Hypothesis	Relationship of Constructs	(β)	S.E.	C.R	P	Note
H ₂	Organization Commitment <--> Work Attitude	0.808	0.166	9.400	0.000	Significant
H ₃	Work Attitude <--> Emotional Intelligent	0.886	0.145	9.624	0.000	Significant

H1: The organizational commitment construct has a significant positive relationship with the emotional intelligence construct.

The results of the analysis showed that there was a significant positive relationship between organizational commitment constructs and emotional intelligence constructs with values ($\beta = 0.892$, $p < 0.001$).

H2: The organizational commitment construct has a significant positive relationship with the work attitude construct.

The results of the analysis showed that there was a significant positive relationship between organizational commitment constructs and work attitude constructs with values ($\beta = 0.808$, $p < 0.001$).

H3: The construct of emotional intelligence has a significant positive relationship with the construct of work attitude.

The results of the analysis showed that there was a significant positive relationship between the construct of emotional intelligence and the construct of work attitude with value ($\beta = 0.886$, $p < 0.001$).

5. Discussion

Based on the findings of this study, it was found that there is a significant positive relationship between work attitudes and organizational commitment. Based on the attitude shown when the teacher carries out an assignment, the commitment given to the organization also increases. This finding is in line with the results of the study of Nurulaim and Suhaida (2013) who stated that good attitude determines good commitment to the organization. In addition, work attitude also reflects the extent to which a vocational college teacher is involved in the college organization that oversees it. According to Ali (2020), attitude in carrying out tasks, indicates a person's contribution to the organization in which they serve. This finding is also in line with the statement by Norazmi et al., (2019) which describes that work attitude demands a person in focusing on the best service to their organization.

This study also found that, work attitude also has a significant positive relationship to emotional intelligence. Good emotions give a good boost to one's attitude in carrying out tasks. This statement is acknowledged by Zaid et al., (2020) in a study proving that disturbed emotions cause a task to be disrupted. Similarly, the opinion by Gomendio (2017), who states that, a good work attitude depends on good emotional control by a teacher. Teachers who have good emotional control can help in producing a quality work attitude. Norazmi et al., (2019) also agree with that opinion by stating that, a positive attitude guarantees stable emotions in performing tasks. Fiftyana (2018) also gives a statement that is in line with this finding, which is a work attitude that meets stable emotional needs, enabling a person to perform work well and productively.

The study also found that there was a significant positive relationship between organizational commitment and emotional intelligence. This provides an indicator that positive emotional intelligence can lead to good organizational commitment. These findings are in line with the statement by Chai et al., (2017) that is, effective emotional control can motivate a person to give a firm commitment to the organization. Similarly, the opinion of Syed Sofian and Rohany Nasir (2010) who admit that, the best service by teachers to the school can be witnessed if their emotions are well controlled. In addition, Lokman et al., (2012) also proved that well-controlled emotions can centralize the best commitment to the organization. The findings of this study once again reveal to us that emotional intelligence is an important factor in managing commitment to the organization.

The findings of the study also show that there is a strong correlation between the variables in this study. The results of the analysis have proven that, good work attitude determines a person's seriousness in giving commitment to the organization he represents as well as improving their emotional intelligence. This statement is supported by Lokman et al., (2012) who revealed that every good employee, i.e. teachers can give a firm commitment to his organization when work attitudes are practiced in an orderly and organized manner. Similarly, if the work attitude is practiced well in the execution of tasks, emotional intelligence will also be better. Similarly, the emphasis given by Fiftyana (2018) that, every employee who is dedicated in their work is able to stabilize their own emotions and in turn be able to develop the organization with full commitment.

In addition, the findings of the study also show that relationship management is the most important element in creating optimal emotional intelligence when compared to other elements such as self-awareness, self-management

and social management. Findings also show that the element of behavior is the most important element in producing a quality work attitude, when compared to other elements that are affective and cognitive. The results of the analysis also prove that affective commitment overcomes ongoing commitment and narrative commitment in making the most important contribution to organizational commitment.

6. Conclusion and Suggestion

Overall, it was found that work attitudes and emotional intelligence are interrelated in impacting organizational commitment. Effectively nurtured emotional intelligence provides a good indicator of a teacher's behavior in performing the task entrusted to him. Emotional intelligence and good work ethic by teachers, especially among vocational college teachers in Malaysia can drive high commitment to their organization. Therefore, stakeholders need to ensure that the intelligence of these teachers is always present, so that their attitude in performing the task is at a good level. This positive situation in turn can make them a person who gives a high commitment to the organization of the vocational college. As a suggestion, further studies can be conducted with a qualitative approach so that different perspectives can be explored.

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